Birdville Independent School District

David E. Smith Elementary

2026-2027 Initial Plan

Mission Statement

The David E Smith family is committed to serving our community by fostering growth in a safe environment, empowering students to succeed in a global world.

Vision

We are here to prepare, nurture, support, and empower students to be life-long learners and leaders. We will work collaboratively to equip and encourage student growth academically, socially, and emotionally.

Value Statement

Lion Promise

I promise to be a **L**ifelong learner who practices **I**ntegrity by **O**vercoming obstacles and **N** urturing a **S**afe, Successful School family.

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
5
Student Learning 6
STAAR Reading Language Arts Results 6
STAAR Mathematics Results 6
STAAR Science Results 6
Overall STAAR Performance 6
Overall TELPAS Performance 7
School Processes & Programs 9
Perceptions 11
Priority Problem Statements 13
Comprehensive Needs Assessment Data Documentation 14
Goals 16
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student. 16
Goal 2: Utilize efficient and effective operations to support and improve the learning organization. 21
Goal 3: All students and staff will learn and work in a safe and responsive environment. 24

Comprehensive Needs Assessment

Demographics

Demographics Summary

David E. Smith Elementary is located in Haltom City, Texas, within Birdville Independent School District. David E. Smith Elementary first opened its doors to the community in 1954. As the community grew, the campus quickly outgrew its original building, creating the need for an additional elementary school. In 1959, W.T. Francisco Elementary opened, establishing two campuses that served the same community for decades.

In August 2023, David E. Smith Elementary and W.T. Francisco Elementary reunited under one roof as the David E. Smith Lions. In August 2025, David E. Smith Elementary opened the doors to a brand-new campus, marking the next chapter in the school's long-standing connection to the Haltom City community.

David E. Smith Elementary is a Pre-K through fifth-grade campus serving a diverse community of learners. Our student population is predominantly Hispanic, with 79.6% of students identifying as Hispanic, 13.0% White, 3.8% Asian, 2.5% African American, and less than 1% representing other racial and ethnic groups. Additionally, 82% of students are identified as at-risk, 79% as economically disadvantaged, 49% as Emergent Bilingual/English Learners, and 19% receive special education services.

DES has experienced changes in both enrollment and student mobility. Enrollment increased from 617 students in the 2023–2024 reporting year to 638 students in the 2024–2025 reporting year. During that same period, the reported mobility rate increased from 10.2% to 14.6%. Student attendance improved from 94.9% to 95.4%, exceeding both district and state attendance rates in the most recent report.

According to the 2024–2025 Texas Academic Performance Report, David E. Smith Elementary had 63 staff members, with teachers averaging 12 years of teaching experience. The campus provides a variety of instructional and specialized services to meet the academic, linguistic, behavioral, and developmental needs of its students.

Demographics Strengths

Attendance continues to be a strength for David E. Smith Elementary. Over the past decade, campus attendance rates have remained relatively stable despite fluctuations associated with the COVID-19 pandemic. From 2013–2019, attendance averaged 96.1%. Following a decline to 94.17% in 2021–2022, attendance has demonstrated continued recovery, increasing to 94.52% in 2022–2023 and reaching 95.5% in 2024–2025.

The linguistic and cultural diversity of our students is an asset to our campus community. Thirty-five percent of students are enrolled in bilingual classrooms, providing them with opportunities to develop biliterabi-literacy English and Spanish. Additionally, the significant Emergent Bilingual population across the campus creates opportunities to intentionally develop language-rich classrooms that promote academic vocabulary, discourse, collaboration, and communication across content areas.

DES benefits from additional resources designed to support the needs of our student population. Seventy-nine percent of students are identified as economically disadvantaged, qualifying the campus for federal funding and additional resources and personnel that can be strategically used to support student learning and address identified campus needs.

Student academic performance demonstrates areas of success and growth. For the 2025–2026 school year, DES met all four federal accountability areas in Reading Language Arts and one of four areas in Mathematics. Additionally, 65% of students either maintained or improved their accountability performance measure in Reading Language Arts and Mathematics, demonstrating positive student growth.

DES has an experienced and committed instructional staff. According to the 2024–2025 Texas Academic Performance Report, teachers averaged 12 years of teaching experience.

This experience provides a strong foundation for collaborative planning, implementation of high-quality instructional materials, and continuous improvement of instructional practices.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Emergent Bilingual and economically disadvantaged students demonstrate achievement gaps in accessing and mastering grade-level content. In 2025-2026 STAAR performance, 42% of all students achieved Meets Grade Level or above across tested subjects, compared to 32% of Emergent Bilingual students and 35% of economically disadvantaged students.
Root Cause: Structured academic vocabulary, student discourse, and intentional language scaffolds are not yet consistently embedded within Tier 1 instruction across all content areas and classrooms, limiting opportunities for students to develop the academic language necessary to access and demonstrate mastery of grade-level content.

Student Learning

Student Learning Summary

David E. Smith Elementary utilizes multiple measures of student achievement and growth to monitor student learning and guide instructional decisions. Data sources include STAAR, district and campus assessments, Renaissance Star, mCLASS/DIBELS, TELPAS, and ongoing classroom assessments. Student performance is reviewed through content-focused Professional Learning Communities to identify trends, monitor student progress, and strengthen high-quality Tier 1 instruction.

STAAR Reading Language Arts Results

Grade	2022	2023	2024	2025	2026
3rd	App. 91% / Meets 54%	App. 85% / Meets 59%	App. 72% / Meets 35%	App. 92% / Meets 69%	**App. 81% / Meets 54%**
4th	App. 84% / Meets 58%	App. 89% / Meets 58%	App. 87% / Meets 44%	App. 79% / Meets 42%	**App. 75% / Meets 58%**
5th	App. 90% / Meets 68%	App. 86% / Meets 58%	App. 87% / Meets 53%	App. 84% / Meets 62%	**App. 76% / Meets 54%**

The 2025–26 Reading data demonstrate mixed grade-level performance with an overall positive increase at the Meets standard. **Fourth grade demonstrated notable improvement at Meets, increasing from 42% in 2025 to 58% in 2026.** Third grade decreased from 69% to 54% Meets, while fifth grade decreased from 62% to 54%. Across all tested grades, **77% of students achieved Approaches Grade Level or above and 55% achieved Meets Grade Level or above in Reading.**

STAAR Mathematics Results

Grade	2022	2023	2024	2025	2026
3rd	App. 76% / Meets 37%	App. 83% / Meets 44%	App. 69% / Meets 28%	App. 91% / Meets 73%	**App. 71% / Meets 40%**
4th	App. 82% / Meets 40%	App. 78% / Meets 45%	App. 80% / Meets 45%	App. 71% / Meets 30%	**App. 75% / Meets 47%**
5th	App. 92% / Meets 32%	App. 85% / Meets 44%	App. 76% / Meets 32%	App. 63% / Meets 36%	**App. 61% / Meets 27%**

Mathematics performance continues to vary considerably by grade level. **Fourth grade demonstrated improvement**, increasing from 30% to 47% Meets Grade Level and from 71% to 75% Approaches. Third grade declined from 73% to 40% Meets following significant gains in the prior year. Fifth grade remains an area of concern, with **61% at Approaches and 27% at Meets**. Across grades 3–5, 69% of students achieved Approaches or above and 38% achieved Meets or above in Mathematics.

STAAR Science Results

Grade	2022	2023	2024	2025	2026
5th	App. 72% / Meets 32%	App. 60% / Meets 31%	App. 58% / Meets 22%	App. 60% / Meets 17%	**App. 50% / Meets 18%**

Science continues to be the most significant content-area concern. In 2026, **50% of fifth-grade students achieved Approaches Grade Level or above and 18% achieved Meets Grade Level or above**. Although Meets increased slightly from 17% to 18%, Approaches decreased from 60% to 50%. The four-year trend demonstrates that Science performance continues to require focused attention.

Overall STAAR Performance

Across all 2025–26 STAAR-tested subjects, **69% of students achieved Approaches Grade Level or above and 42% achieved Meets Grade Level or above**. Reading was the strongest content area, with **77% Approaches and 55% Meets**, followed by Mathematics at **69% Approaches and 38% Meets**. Science performance was lowest at **50% Approaches and 18% Meets**.

Reading also demonstrated stronger student growth than Mathematics. In 2025–26, **70% of students demonstrated accountability growth in Reading**, exceeding the interim target of 64%, while **52% demonstrated accountability growth in Mathematics**, below the interim target of 69%.

Student-group data demonstrate continued achievement gaps. At the Meets Grade Level standard across tested subjects, **42% of all students achieved Meets or above**, compared with **32% of Emergent Bilingual students, 35% of economically disadvantaged students, and 24% of students receiving special education services**. These data indicate a continued need to ensure all students have equitable access to rigorous grade-level content through high-quality Tier 1 instruction.

Overall TELPAS Performance

TELPAS data provide additional information regarding the English language development of Emergent Bilingual students. In 2025–2026, 235 students received an overall TELPAS composite rating. Of those students, 17.4% performed at Beginning, 48.5% at Intermediate, 28.1% at Advanced, and 6.0% at Advanced High. Performance varied based on students' years in U.S. schools. Among students who had been enrolled in U.S. schools for five or more years, 40.3% performed at Advanced and 14.5% at Advanced High, while 41.9% remained at the Intermediate level. TELPAS growth data from 2024–2025 to 2025–2026 also demonstrate movement in English language proficiency, with 37.6% of measured proficiency comparisons increasing at least one proficiency level, 43.6% remaining at the same level, and 18.9% decreasing at least one level. These data provide an additional measure of students' ongoing development of the academic English necessary to access and demonstrate understanding of grade-level content.

Student Learning Strengths

Reading Language Arts continues to demonstrate strong overall performance and student growth. In 2025–2026, 77% of students achieved Approaches Grade Level or above and 55% achieved Meets Grade Level or above on STAAR Reading Language Arts. Additionally, 70% of students demonstrated accountability growth in Reading, exceeding the interim target of 64%.

Fourth-grade Reading Language Arts demonstrated significant improvement. The percentage of fourth-grade students achieving Meets Grade Level or above increased from 42% in 2025 to 58% in 2026, representing a 16-percentage-point increase.

Fourth-grade Mathematics demonstrated positive growth in student achievement. Students achieving Meets Grade Level or above increased from 30% in 2025 to 47% in 2026, while the percentage achieving Approaches Grade Level or above increased from 71% to 75%.

Early literacy data demonstrate areas of strong student growth. Kindergarten DIBELS performance improved from beginning to middle of year, with students performing at or above benchmark increasing from 27% to 47%. Spanish literacy performance was also a strength, with mCLASS Lectura showing 84% of students performing at or above benchmark by middle of year, compared with 75% at beginning of year.

Spanish-language academic performance continues to be an area of strength. Renaissance Star data demonstrate strong performance for students assessed in Spanish, with 2025–2026 students performing at or above benchmark at rates of 86% in first-grade Mathematics, 78% in second-grade Mathematics, 81% in third-grade Mathematics, and 82% in fourth-grade Mathematics.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students demonstrate inconsistent comprehension and mastery of grade-level content across subject areas. In 2025-2026, 55% of students achieved Meets Grade Level or above in Reading Language Arts, compared with 38% in Mathematics and 18% in Science. These results indicate a continued need to strengthen students' ability to comprehend, analyze, and apply academic language across disciplines.
Root Cause: Students have not yet had consistent opportunities across all content areas to develop the academic language, vocabulary, background knowledge, and discourse skills necessary to comprehend and apply rigorous grade-level content within Tier 1 instruction.

School Processes & Programs

School Processes & Programs Summary

David E. Smith Elementary provides a comprehensive system of instructional programs, student supports, professional learning, and campus processes designed to meet the academic, linguistic, behavioral, social-emotional, and developmental needs of students.

Curriculum and instruction are centered on high-quality, TEKS-aligned Tier 1 instruction. The campus implemented Bluebonnet Learning Mathematics during the 2025–2026 school year and will implement Bluebonnet Learning Reading Language Arts during the 2026–2027 school year. Teachers utilize district-adopted high-quality instructional materials as the foundation for grade-level instruction while providing scaffolds, differentiation, and purposeful small-group instruction within Tier 1 to ensure students have access to rigorous grade-level content. Grades K–5 utilize a departmentalized instructional model that allows teachers to develop greater content-area expertise.

Professional Learning Communities (PLC) are an established component of the campus instructional process. Teachers participate in content-focused PLCs to collaboratively plan instruction, analyze student work and assessment data, monitor student progress, and strengthen instructional practices. PLC structures provide opportunities for teachers and instructional support staff to identify student needs and determine appropriate instructional responses while maintaining a focus on grade-level standards and high-quality Tier 1 instruction.

The campus provides specialized programs and services to address a variety of student needs. These include Bilingual and ESL (English as a Second Language) services for Emergent Bilingual students, Special Education, dyslexia services, Gifted and Talented services, counseling, and additional instructional and student support services. Campus staff collaborate across general education and specialized programs to support student access to grade-level instruction.

Student engagement, leadership, and social-emotional development are supported through campuscampus wideices and programs. Conscious Discipline provides a common framework for developing self-regulation, relationships, classroom community, and positive behavior. During the 2026–2027 school year, the campus will deepen its implementation of AVID Elementary strategies to strengthen student engagement, academic vocabulary, discourse, organization, collaboration, and student ownership of learning. Students are provided opportunities to set goals, monitor their progress, and celebrate academic and personal growth throughout the school year.

Campus scheduling and organizational structures are intentionally designed to support instruction and collaboration. The master schedule provides dedicated instructional blocks, opportunities for teacher collaboration, and access to specialized student services. Campus leadership and instructional support staff work collaboratively with grade-level and content teams to analyze data, address instructional needs, and support implementation of campus priorities. Professional learning is aligned to identified student and staff needs and includes opportunities for collaboration, modeling, coaching, and continued development of instructional practices.

Technology is integrated as a tool to support instruction, engagement, collaboration, and formative assessment. Students and staff have access to digital resources and devices that complement classroom instruction and provide additional opportunities for students to demonstrate learning.

David E. Smith Elementary also provides opportunities and partnerships that extend support beyond the classroom. Students participate in extracurricular and leadership opportunities, counseling lessons, campus celebrations, mentoring opportunities, and community-supported programs. Partnerships with families and community organizations provide additional resources and opportunities that contribute to student success and strengthen the connection between the school and the community.

Overall, campus processes and programs are designed to support the development of the whole child while maintaining a strong instructional focus on **rigorous, grade-level Tier 1 instruction, student engagement, language development, collaboration, and continuous improvement.**

School Processes & Programs Strengths

David E. Smith Elementary has established strong instructional structures to support high-quality Tier 1 instruction. The implementation of Bluebonnet Learning

Mathematics provides teachers with TEKS-aligned, high-quality instructional materials and a common foundation for mathematics instruction. The implementation of Bluebonnet Learning Reading Language Arts in 2026–2027 will extend the use of high-quality instructional materials across core content areas.

Content-focused Professional Learning Communities provide a consistent structure for teacher collaboration and instructional planning. PLCs allow teachers to analyze student data and student work, collaboratively plan grade-level instruction, deepen content knowledge, and identify instructional responses to student needs. These structures support greater alignment between curriculum, assessment, and classroom instruction.

Departmentalized instruction in grades 2–5 has strengthened opportunities for teachers to develop content expertise. Teachers are able to focus their planning, professional learning, and instructional practices within specific content areas, supporting deeper understanding of grade-level standards and curriculum.

Campus instructional practices maintain a focus on access to rigorous, grade-level content for all learners. Teachers utilize scaffolds, differentiation, and small-group instruction within the classroom to respond to varying student needs while maintaining grade-level TEKS as the instructional focus.

Campus leadership and instructional support staff provide structures for ongoing professional learning and collaboration. Teachers have opportunities to engage in collaborative planning, data analysis, modeling, coaching, and professional development aligned to campus instructional priorities and identified student needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): High-quality Tier 1 instruction, including purposeful small-group instruction and differentiated support within grade-level content, is not yet implemented consistently across all classrooms and content areas. This inconsistency limits the campus's ability to ensure that all students receive the instructional support needed to successfully access and master grade-level standards.
Root Cause: Campus expectations and collaborative planning practices have not yet resulted in consistent implementation of high-quality instructional materials, data-informed instructional decisions, and purposeful small-group instruction within Tier 1 across all classrooms and content areas.

Perceptions

Perceptions Summary

David E. Smith Elementary utilizes multiple structures to gather stakeholder feedback, communicate with families and staff, support campus culture and climate, and engage the school community. Stakeholder perceptions are gathered through staff, student, and family surveys, campus committees, conferences, informal feedback, and ongoing communication throughout the school year.

Campus communication occurs through multiple formats, including email, social media, digital platforms, paper communication, and campus calendars. Communication is provided in English and Spanish when appropriate to support accessibility for families. Families are provided opportunities to engage with the campus through school events, conferences, volunteer opportunities, PTA activities, and other campus programs.

Staff voice and shared decision-making are supported through campus committees, leadership structures, Professional Learning Communities, collaborative planning, surveys, and opportunities to provide feedback to campus administration. Staff feedback is reviewed to inform campus procedures, professional learning, scheduling, communication, and instructional support.

Student perceptions and experiences are considered through student feedback, behavior and attendance data, classroom observations, and student participation in campus activities. Students participate in goal setting, progress monitoring, recognition programs, leadership opportunities, and activities designed to promote connection and belonging.

Campus culture and climate are supported through common behavioral and safety expectations. The DES Way;Be Safe, Be Respectful, Be Responsible, and Be Ready; establishes common expectations across campus settings. Conscious Discipline provides a campus wide framework for relationships, self-regulation, problem-solving, and classroom community. Staff and students are also trained in Standard Response Protocol procedures and participate in required safety drills throughout the school year.

DES maintains partnerships with families, the PTA, community organizations, and volunteers to provide additional opportunities and support for students. Community partnerships include mentoring, reading buddies, student support services, and other resources based on identified campus and student needs.

Perceptions Strengths

David E. Smith Elementary has established a positive and supportive campus culture. Recent staff feedback reflects strong levels of satisfaction with campus leadership support, communication, scheduling, and the overall working environment. Staff members report feeling valued and supported and recognize efforts to respect their time and provide clear organizational systems.

Communication systems have been strengthened to keep staff and families informed and connected. The campus utilizes multiple methods of communication, including email, digital communication, social media, paper communication, and campus calendars. Family communication is provided in both English and Spanish to increase accessibility for the school community.

Campus systems promote a safe and predictable learning environment. Staff and students are trained in Standard Response Protocol procedures and participate in required safety drills throughout the year. Common campus expectations through **The DES Way: Be Safe, Be Respectful, Be Responsible, and Be Ready** provide consistent expectations for students across school environments.

DES values stakeholder voice and shared decision-making. Staff members have opportunities to provide input through surveys, committees, PLCs, collaborative planning, and campus leadership structures. Recent staff feedback indicates that improved communication and organizational structures have helped staff feel informed and supported while also

identifying opportunities for continued collaboration around student and instructional needs.

Student success, growth, and belonging are intentionally recognized and celebrated. Students participate in goal setting and progress monitoring and are recognized through quarterly award assemblies and other campus celebrations. Attendance is also monitored and celebrated to reinforce the importance of consistent school attendance.

Family and community partnerships provide additional support for students. The campus partners with an active PTA and community organizations to expand opportunities and resources for students and families. Partnerships provide mentoring, reading buddies, and additional student supports that strengthen students' connections to school and the broader community.

Relationships and social-emotional development are embedded within the campus culture. Conscious Discipline provides a common framework for strengthening relationships, self-regulation, problem-solving, and classroom community. These established practices provide a foundation for continued work around student engagement, focus, behavior, and active participation in learning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student engagement is inconsistent across classrooms, impacting students' focus, behavior, active participation, and ability to fully engage in rigorous grade-level learning.
Root Cause: Campus wide practices that promote student engagement, self-regulation, positive relationships, student ownership, and active participation are not yet implemented consistently across all classrooms.

Priority Problem Statements

Problem Statement 1: Students demonstrate inconsistent comprehension and mastery of grade-level content across subject areas. In 2025-2026, 55% of students achieved Meets Grade Level or above in Reading Language Arts, compared with 38% in Mathematics and 18% in Science. These results indicate a continued need to strengthen students' ability to comprehend, analyze, and apply academic language across disciplines.

Root Cause 1: Students have not yet had consistent opportunities across all content areas to develop the academic language, vocabulary, background knowledge, and discourse skills necessary to comprehend and apply rigorous grade-level content within Tier 1 instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: High-quality Tier 1 instruction, including purposeful small-group instruction and differentiated support within grade-level content, is not yet implemented consistently across all classrooms and content areas. This inconsistency limits the campus's ability to ensure that all students receive the instructional support needed to successfully access and master grade-level standards.

Root Cause 2: Campus expectations and collaborative planning practices have not yet resulted in consistent implementation of high-quality instructional materials, data-informed instructional decisions, and purposeful small-group instruction within Tier 1 across all classrooms and content areas.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Student engagement is inconsistent across classrooms, impacting students' focus, behavior, active participation, and ability to fully engage in rigorous grade-level learning.

Root Cause 3: Campus wide practices that promote student engagement, self-regulation, positive relationships, student ownership, and active participation are not yet implemented consistently across all classrooms.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Emergent Bilingual and economically disadvantaged students demonstrate achievement gaps in accessing and mastering grade-level content. In 2025-2026 STAAR performance, 42% of all students achieved Meets Grade Level or above across tested subjects, compared to 32% of Emergent Bilingual students and 35% of economically disadvantaged students.

Root Cause 4: Structured academic vocabulary, student discourse, and intentional language scaffolds are not yet consistently embedded within Tier 1 instruction across all content areas and classrooms, limiting opportunities for students to develop the academic language necessary to access and demonstrate mastery of grade-level content.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Results Driven Accountability (RDA)
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Goals

Revised/Approved: August 28, 2026

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: By the end of the 2026-27 school year, all students will make at least one year's progress in reading and mathematics, as measured by the district's designated assessment measures.

a) Improve performance in Domain 2A: Student Growth by ensuring every student demonstrates at least one year's academic growth in reading and mathematics. Increased student growth will also contribute to higher levels of academic achievement, resulting in more students performing at the Meets and Masters Grade Level standards on the spring 2027 STAAR assessments and positively impacting Domain 1: Student Achievement, Domain 2B: Relative Performance, and Domain 3: Closing the Gaps.

b) Meet the performance measures/targets in Prekindergarten-3rd for each demographic group as measured by district-approved screeners (BOY, MOY, and EOY) to achieve the HB3 Board Goals.

High Priority

HB3 Goal

Evaluation Data Sources: CLI Engage/CIRCLE, mCLASS, Star Renaissance, district common assessments, classroom formative assessments, STAAR

Strategy 1 Details

Strategy 1: District Curriculum, HQIM & Tier I Instruction: Ensure consistent implementation of the district curriculum, High Quality Instructional Materials (HQIM), and state-approved instructional materials by aligning instructional practices to the district's LIFT grant priorities, PLC+ continuous improvement process, and evidence-based instructional framework to improve student achievement.

Actions: a) Implement Bluebonnet Learning RLA and Mathematics with fidelity through aligned instructional guidance, professional learning, and implementation support.
b) Strengthen the PLC+ process through lesson internalization, collaborative planning, lesson rehearsal, formative assessment, and evidence-based instructional practices.
c) Utilize multiple student data sources, student work, exit tickets, screeners, district assessments, and classroom observations to monitor student learning and instructional implementation.
d) Provide differentiated professional learning, instructional coaching, modeling, and feedback based on classroom evidence and student performance.
e) Monitor implementation through instructional walks, PLC observations, lesson internalization reviews, and student performance data.
f) Use Quarterly Instructional Reviews and district/campus feedback to identify targeted actions for continuous improvement.

Staff Responsible for Monitoring: Principal; Assistant Principals; Instructional Facilitators; Classroom Teachers

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Results Driven Accountability**

Strategy 2 Details

Strategy 2: Reading, Mathematics & Language-Rich Instruction: Strengthen reading and mathematics instruction by implementing the district curriculum and approved instructional resources with fidelity.

Actions: a) Implement Bluebonnet RLA and Mathematics through lesson internalization, lesson rehearsal, collaborative planning, and evidence-based instructional practices.
b) Ensure rigorous, standards-aligned Tier I instruction that maintains access to grade-level content for all students.
c) Intentionally develop academic vocabulary and background knowledge across RLA, Mathematics, Science, and other content areas.
d) Utilize AVID Elementary strategies to strengthen meaningful student discourse, inquiry, collaboration, academic vocabulary, and active participation.
e) Provide purposeful small-group instruction, differentiation, and scaffolds within grade-level Tier I instruction based on student needs.
f) Provide frequent opportunities for students to read, write, speak, listen, explain their thinking, and apply academic vocabulary.
g) Use formative assessment and student work to make responsive instructional decisions through the PLC+ process.

Staff Responsible for Monitoring: Principal; Assistant Principals; Instructional Facilitators; Classroom Teachers; Bilingual/ESL Staff

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Results Driven Accountability**

Strategy 3 Details

Strategy 3: Professional Learning, T-TESS 2.0 & Educator Growth: Provide differentiated professional learning, instructional coaching, and job-embedded support to strengthen instructional leadership, educator capacity, and effective implementation of district instructional priorities.

Actions: a) Implement T-TESS 2.0 with fidelity through staff training, appraiser calibration, coaching, feedback, and ongoing support.
b) Utilize T-TESS 2.0 as a professional growth process to strengthen instructional practice and student outcomes.
c) Align teacher goal setting, feedback, coaching, and professional learning to identified student needs and campus instructional priorities.
d) Emphasize high-quality Tier I instruction, student engagement, academic discourse, and student ownership through professional learning and feedback.
e) Use classroom observations, student performance data, and implementation evidence to identify differentiated professional learning and coaching needs.
f) Monitor the impact of professional learning and feedback on classroom practice and student outcomes.

Staff Responsible for Monitoring: Principal; Assistant Principals; Instructional Facilitators

Title I:
2.52, 2.53

- **TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: By the end of the 2026-27 school year, reduce achievement gaps among identified underperforming student groups by increasing the percentage of students meeting grade-level standards on state and district assessments compared to 2025-26 performance.

a) Monitor and verify that identified student groups are meeting performance targets in reading and mathematics as measured by district-approved assessment tools.

b) Ensure underperforming student groups receive targeted, data-informed support and participate in ongoing progress monitoring to address learning gaps.

High Priority

Evaluation Data Sources: STAAR, TELPAS, CIRCLE, mCLASS, Star Renaissance, district assessments, disaggregated student performance data

Strategy 1 Details
Strategy 1: Special Populations & Closing Achievement Gaps: Evaluate and enhance programs and strategies serving special population groups to ensure quality, compliance, and effectiveness in closing achievement gaps through data-driven planning, targeted implementation, and continuous monitoring. **Actions:** a) Analyze student performance and program implementation data for Emergent Bilingual students, economically disadvantaged students, students receiving special education services, and other identified student groups. b) Monitor achievement, growth, and access to grade-level instruction by student group during PLCs and campus data reviews. c) Utilize TELPAS and academic performance data to inform academic language development and instructional scaffolds for Emergent Bilingual students. d) Collaborate across general education, Bilingual/ESL, Special Education, dyslexia, and instructional support staff to strengthen access to grade-level instruction. e) Provide evidence-based instructional practices, academic vocabulary, structured discourse, scaffolds, and differentiated supports within grade-level Tier I instruction. f) Monitor implementation of accelerated instruction requirements under HB 1416 for eligible students. g) Monitor student progress and adjust instructional supports based on evidence of learning. **Staff Responsible for Monitoring:** Principal; Assistant Principals; Instructional Facilitators; Classroom Teachers; Bilingual/ESL Staff; Special Education Staff; Dyslexia Staff **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Results Driven Accountability**

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: By the end of the 2026-27 school year, reduce student disciplinary placements by at least 10% from the 2025-26 baseline through consistent implementation of effective, evidence-based behavioral supports and interventions.

Evaluation Data Sources: Behavioral data, discipline referrals, Focus documentation, district behavior data

Strategy 1 Details
Strategy 1: Consistently implement the behavioral plan with fidelity. **Actions:** a) Provide training, coaching, and ongoing support for campus staff to ensure consistent implementation of district behavioral expectations and support procedures. b) Implement a research-based approach to discipline and behavior aligned with the district behavioral plan and support framework. c) Utilize Conscious Discipline to strengthen relationships, self-regulation, problem-solving, de-escalation, and proactive classroom management. d) Reinforce **The DES Way--Be Safe, Be Respectful, Be Responsible, and Be Ready--**as consistent expectations across campus environments. e) Provide Tier I classroom behavior-management professional learning focused on proactive classroom management, de-escalation, and positive behavioral supports. f) Document required behavioral interventions and student support plans in Focus and utilize behavioral data to monitor progress and guide decisions. g) Monitor behavioral data to identify patterns, evaluate supports, and make adjustments. h) Engage families in reinforcing positive student behavior and strengthening school-home partnerships. **Staff Responsible for Monitoring:** Principal; Assistant Principals; Counselors; Classroom Teachers; Special Education Staff **Title I:** 2.53 **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Results Driven Accountability**

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Attendance: By the end of the 2026-27 school year, increase the campus average daily attendance rate compared to the 2025-26 baseline through targeted strategies that improve student attendance and reduce chronic absenteeism.

Evaluation Data Sources: Campus ADA, PEIMS attendance data, chronic absenteeism data, individual student attendance records

Strategy 1 Details
Strategy 1: Refine and implement a comprehensive campus plan to improve student attendance by addressing factors that contribute to absenteeism and consistently monitoring the effectiveness of targeted strategies. **Actions:** a) Monitor campus, grade-level, classroom, and individual student attendance data regularly. b) Identify patterns of chronic absenteeism and initiate timely family outreach and support. c) Collaborate with families, counselors, attendance staff, administration, district personnel, and community resources to address identified barriers. d) Communicate attendance expectations and the importance of regular attendance to students and families. e) Recognize and celebrate consistent and improved attendance. f) Evaluate attendance strategies throughout the year and make data-informed adjustments. **Staff Responsible for Monitoring:** Principal; Assistant Principals; Attendance Clerk; Counselors; Classroom Teachers, Truancy Officer **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 3: Integrated Student Support Systems

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: By the end of the 2026-27 school year, 100% of campus teams will implement a consistent continuous improvement process to monitor progress, evaluate outcomes, and make data-informed adjustments to improve organizational effectiveness.

Evaluation Data Sources: CIP formative reviews, PLC+ documentation, campus committee documentation, Quarterly Instructional Reviews, staff feedback, student performance data

Strategy 1 Details
Strategy 1: Continuous Improvement: Utilize continuous improvement processes at the campus and team level. **Actions:** a) Establish measurable goals aligned with campus CNA findings and CIP priorities. b) Utilize the district's PDSA continuous improvement process within PLC+, campus planning, and instructional decision-making. c) Identify key measures to monitor progress toward established goals. d) Collect and analyze student performance, implementation, and stakeholder data throughout the year. e) Conduct formative reviews in October, January, March, and June to evaluate progress and strategy effectiveness. f) Adjust actions and supports based on evidence of effectiveness. g) Communicate and celebrate progress toward campus goals. **Staff Responsible for Monitoring:** Principal; Assistant Principals; Instructional Facilitators; Campus Leadership Team; Classroom Teachers **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials

Strategy 2 Details

Strategy 2: Recruitment, Development, Retention & Teacher Incentive Allotment (TIA): Recruit, employ, develop, and retain quality teaching, administrative, and professional support staff to attain excellence in student performance.

Actions: a) Utilize intentional hiring and onboarding practices to recruit and retain high-quality staff.
b) Provide mentoring, coaching, professional learning, and ongoing support for new and beginning teachers.
c) Support teachers in understanding and meeting eligibility requirements for the district's Teacher Incentive Allotment Local Designation System.
d) Ensure eligible teachers understand TIA expectations, observation components, student growth measures, and available professional supports.
e) Align TIA implementation with T-TESS 2.0, student growth, professional learning, and campus instructional priorities.
f) Utilize feedback and professional growth systems to develop educator capacity and support retention.
g) Recognize effective instructional practice and educator growth.

Staff Responsible for Monitoring: Principal; Assistant Principals; Instructional Facilitators

Title I:
2.51, 2.52, 2.53
- TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 2: Talent Retention and Strategic Staffing

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Belonging, Safety & Well-Being: By the end of the 2026-27 school year, increase the percentage of students and staff who report a sense of belonging, safety, and well-being, as measured by the district's culture and climate survey.

Evaluation Data Sources: District and campus culture and climate survey, student/staff feedback, behavior data, attendance data, classroom observations

Strategy 1 Details
Strategy 1: Safe, Supportive & Engaging Learning Environment: Strengthen campus systems and practices that promote safe and supportive learning environments through proactive prevention, stakeholder engagement, and continuous evaluation of school climate practices. **Actions:** a) Deepen implementation of Conscious Discipline to strengthen relationships, self-regulation, problem-solving, and classroom community. b) Implement AVID Elementary practices that increase student voice, collaboration, goal setting, academic discourse, student ownership, and active participation in learning. c) Reinforce The DES Way expectations consistently across campus environments. d) Provide students opportunities to set goals, monitor progress, reflect on learning, and develop ownership. e) Utilize student, staff, and family feedback to monitor perceptions of belonging, safety, engagement, and classroom climate. f) Review behavior, attendance, engagement, and climate data to identify trends and determine responsive actions. g) Provide professional learning and coaching to strengthen student engagement and positive classroom climate. **Staff Responsible for Monitoring:** Principal; Assistant Principals; Counselors; Instructional Facilitators; Classroom Teachers **Title I:** 2.53 **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Results Driven Accountability**

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Bullying Prevention & School Connectedness: By the end of the 2026-27 school year, reduce reported incidents of bullying and other unsafe behaviors by at least 10% from the 2025-26 baseline while increasing the percentage of students who report feeling safe, connected, and a sense of belonging, as measured by district climate and safety data.

Evaluation Data Sources: District and campus culture and climate survey, Campus discipline and behavior reports, Bullying/harassment incident reports, Anonymous Alerts and other safety-reporting data, Student perception/feedback data, Counseling lesson documentation, Attendance data, Family and stakeholder feedback

Strategy 1 Details
Strategy 1: Strengthen prevention and awareness efforts by promoting positive school climate, healthy relationships, responsible decision-making, and a culture of respect and belonging. **Actions:** a) Provide developmentally appropriate counseling lessons and learning opportunities addressing social-emotional behavior, bullying prevention, healthy relationships, responsible decision-making, and reporting procedures. b) Utilize Conscious Discipline and counseling supports to foster empathy, respect, positive relationships, and self-regulation. c) Reinforce consistent campus expectations through The DES Way. d) Ensure students understand how to report bullying, safety concerns, and other unsafe behaviors. e) Engage families in bullying prevention, reporting procedures, counseling resources, and available supports. f) Analyze bullying reports, discipline data, attendance, and climate survey data to monitor effectiveness and guide continuous improvement. g) Leverage PTA, mentors, volunteers, community organizations, and other strategic partners to provide student and family supports aligned with identified campus needs. **Staff Responsible for Monitoring:** Principal; Assistant Principals; Counselors; Classroom Teachers **Title I:** 2.53 **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Results Driven Accountability**

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: By the end of the 2026-27 school year, maintain a safe and responsive campus through consistent implementation of district safety procedures, required training, emergency preparedness, and proactive response to identified safety concerns.

Evaluation Data Sources: Safety drills, safety audits, incident reports, training records, district safety data, stakeholder feedback

Strategy 1 Details
Strategy 1: Campus Safety & Security: Strengthen campus safety and security through prevention, training, hazard identification, coordinated response, and continuous improvement. **Actions:** a) Train staff and students on district safety protocols and Standard Response Protocol procedures. b) Conduct all required emergency drills and review outcomes to identify needed adjustments. c) Conduct regular campus safety walks and promptly address identified hazards or vulnerabilities. d) Collaborate with the campus SRO, district safety personnel, and appropriate departments in campus safety planning and emergency preparedness. e) Utilize student, staff, and family feedback to identify and respond to safety concerns. f) Monitor incident and safety data to identify trends and make data-informed adjustments. g) Ensure staff complete all required district safety training. **Staff Responsible for Monitoring:** Principal; Assistant Principals; School Resource Officer; Campus Safety Team; All Staff **ESF Levers:** Lever 3: Integrated Student Support Systems